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ABSTRACT

This paper presents a 2-week unit on stereotype and bias in the media (using wolves as an example) to develop children's critical viewing of television and to develop their thinking skills. The paper begins with a description of the daily grammar, weekly spelling, and science activities, and then presents a description of class activities for each of the 10 days of the unit. The paper also provides a 24-item bibliography of wolf books; a 14-item list of children's literature used in the unit; a 33-item list of facts about wolves as seen in videos; 30 wolf questions generated from videos; 12 reflective questions about stereotype and bias; a letter to parents explaining the unit; and a list of 11 resources, including 4 web sites. (RS)

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ED 403 613

# THE BIG BAD WOLF AND STEREOTYPE AND BIAS IN THE MEDIA

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CS 509 411



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TWO-WEEK UNIT ON WOLVES AND STEREOTYPE AND BIAS

ONGOING CLASSROOM ACTIVITIES:

Daily grammar: sentences written on the board to be corrected contain information about wolves, stereotype, bias, and message.

Weekly spelling: irregular plurals (includes wolf/wolves)

Science: animal behavior and habitat, food web

DAY 1:

60-minute class visit to media center:

Media specialist presents concepts of Point of View, Message, Stereotype, and Bias. Begins with general background on storytelling--pre-printing press way of teaching lessons or warning about dangers, stories passed down from generation to generation, message and story might change depending on the storyteller (use example of argument on playground, students involved each have a different point of view). Talks about religious myths as opposed to fairy tales as opposed to advertising. Shows example of ads from Sports Illustrated for Children; askes students about the messages.

Media specialist talks briefly about fairy tales about wolves and points out the Brer Rabbit Tales and Aesop's fables and Native American legends as examples of the strong presence of wolves in fairy tales and mythology. A collection of these and other children's literature about wolves is given to the classroom teacher to read later. Media specialist introduces different versions of Three Little Pigs and the Big Bad Wolf and explains that the original version is English. German version has houses made of mud, cabbage, and brick; Appalachian version has houses made of chips, constalks, and bricks; Italian version uses goslings instead of pigs; African-American slave version has 5 pigs with houses of brush, sticks, mud, plants, and rock; Hungarian version has 1 pig and 10 wolves. Versions are read to the students in this order:

Claverie, Jean. The Three Little Pigs.

Rounds, Glen, Three Little Pigs and the Big Bad Wolf.

Lowell, Susan. The Three Javelinas.

Celsi, Teresa. The Fourth Little Pig

Scieszka, Jon. The True Story of the 3 Little Pigs.

Trivizas, Eugene. The Three Little Wolves and the Big Bad Pig.

Follow-up in classroom:

Teacher does a compare and contrast activity with the stories of Red Riding Hood by Christopher Coady and Lon Po Po by Ed Young. Words Stereotype. Bias, and Message are discussed again.

Follow-up at home:

Teacher sends home letter explaining unit to parents with a 4-page handout about critical viewing skills for television watching at home.

DAY 2: (all activities conducted in the classroom)

Students read children's literature about wolves in small groups and discuss examples of Stereotype, Bias, and Message. Students watch and discuss sound filmstrip version of Julie of the Wolves. Owner of hybrid wolf pup visits class with pup to talk to students about how to choose and train and handle a hybrid wolf and how they are different from other domestic dogs.

DAY 3:

Students come to media center for two 45-minute visits to watch video clips from Beauty and the Beast, White Fang, White Fang 2, and Never Cry Wolf. Frequent pauses and discussion allows the students to list the "truths" about wolves as presented by the video on one erasable easel and questions the video clip generates about wolves on a second easel. Teacher sends home KWL sheet for homework; students are to ask parents what they want to know about wolves.

DAY 4:

Students come to media center to research questions about wolves from KWL sheet. Media specialist helps students use CD-ROM resources of World Book, Encarta, Compton's, Grolier's, San Diego Zoo Presents: The Animals and National Geographic Mammals. Teacher helps students find answers in in collection of non-fiction books about wolves.

DAY 5:

Students use scanner and CD-ROM's to collect color pictures of wolves for picture collage in classroom.

DAY 6: (all activities in classroom)

1. Students are given time in the classroom to read from collection of non-fiction books about wolves. Teacher leads students through a chalk talk. Rules are:
   - No talking. All communication is done by writing.
   - Fact written on board must be new knowledge. (not a commonly-known fact about wolves)
   - Each student gets one turn before any student can have a second turn.
   - Facts written should be short, not long paragraphs.
   - Facts can be challenged or a student can ask for more information by writing questions beside the facts. (done with different color chalk)
2. Students work on picture collage illustrating physical characteristics of wolves.
3. Students use different fonts, font sizes, and font colors to print adjectives and adverbs about wolves and make a word collage.
4. Students draw a wolf habitat scene illustrating the pack concept.

DAYS 7 and 8:

Students come to media center for two 60-minute visits to view video clips from the following programming:

Thinkabout: Should I Believe It?
We Are the Weird (Linda Ellerbee on Nick News
Growing Up Hispanic
Bill Cosby on Prejudice
Brushstrokes
World Song
Getting the Most Out of TV: The Characters We See on TV

The media specialist plays 6 clips each day. The students are given time after each clip to answer reflective questions in writing (see appendix for wooksheet). After this activity, teacher and media specialist lead discussion of questions and students' answers.

Follow-up in classroom:

Teacher reads Sneetches by Dr. Seuss. Students write letters to either group of Sneetches or the character who sells stars, giving their point of view on the issues of stereotype and bias.

DAYS 9:

Students make a collage of images of people their age found in magazines brought from home. Discussion centers on what the collective image is and what is missing from this image of children in the media.

DAY 10:

Students come to the media center for a 45-minute visit to watch clips of children and teenagers as portrayed on television programming and commercials. Discussion concentrates on stereotypes and messages/points of view. After viewing clips, teacher and media specialist ask students what they have learned from the unit.

NOTE: This unit is followed by student-produced cartoons using Kid Pix and stereotypical characters.

## BIBLIOGRAPHY OF WOLF BOOKS


Barrett, Norman. Wolves and wild dogs.
Baskin-Salzberg, Anita. Predators.
Brandenburg, Jim. To the top of the world: adventures with Arctic wolves.
Charlie Brown's super book of questions and answers about all kinds of animals.
Clutton-Brock, Juliet. Dog.
George, Jean Craighead. The moon of the gray wolves.
George, Michael. Wolves.
Gibbons, Gail. Wolves.
Greene, Carol. The gray wolf
Hirschi, Ron. When the wolves return.
Houk, Randy. Wolves in yellowstone.
Johnson, Sylvia A. Wolf pack: tracking wolves in the wild.
Kappeler, Markus. Dogs, wild and domestic.
Kingfisher illustrated encyclopedia of animals.
Lawrence, R.D. Wolves.
London, Jonathan. Eyes of gray wolf.
Parker, Steve. Natural world.
Shedd, Warner. Kids' wildlife book
Silverstein, Alvin. The red wolf.
Simon, Seymour. 101 questions and answers about dangerous animals.
Stone, Lynn M. Wolves.
Sweeeten, Sami. Wolf.
Taylor, Dave. Endangered grassland animals.
Wolpert, Tom. Wolves for kids.


## CHILDREN'S LITERATURE USED IN THE CLASSROOM WITH WOLVES UNIT


Aesop. The Aesop for Children.
Allard, Harry. It's So Nice to Have a Wolf Around the House.
Barbalet, Margaret. The Wolf.
Celsi, Teresa. The Fourth Little Pig.
Coady, Christopher. Red Riding Hood.
Disney, Walt. Li'l Bad Wolf Stories.
Harris, Joel Chandler. Jump! The Adventures of Brer Rabbit.
Hoover, Helen. Great Wolf and the Good Woodsman.
Jackson, Ellen. Boris the Boring Boar.
Kasza, Keiko. The Wolf's Chicken Stew.
Sweeten, Sami. Wolf.
Voigt, ERna. Peter and the Wolf.
Wild, Robin and Jocelyn. Little Pig and the Big Bad Wolf.
Young, Ed. Lon Po Po.

## FACTS ABOUT WOLVES AS SEEN IN VIDEOS

(Videos used: Beatuy and the Beast. White Fang, White Fang 2, Never Cry Wolf)

1. Wolves are mean.
2. Wolves eat humans.
3. Wolves attack people even when they are not threatened.
4. Wolves will eat dogs when starving.
5. Wolves don't ever attack people.
6. Wolves are evil (have other-world powers)
7. When wolves want to attack dogs, they use female wolf as a decoy.
8. Wolves are very clever as a pack.
9. Eskimos use wolves as work animals.
10. Wolves will protech humans that they bond with.
11. Wolves are not afraid of animals bigger than them.
12. Wolves are smart.
13. Wolves that are still wild will attack humans who have saved their life.
14. Wolves will bond with humans who have saved their life.
15. Wild wolves belong in the wild.
16. Wolves are always hungery.
17. Wolves can be tamed by feeding them.
18. Wolves are loyal.
19. Wolves have a good sense of smell.
20. Wolves will accept humans into their pack.
21. Wolves are good diggers.
22. Wolves don't like to be separated from their leader.
23. Wolves have a good memory and remember bad treatment from humans.
24. Tamed wolves choose humans over the wild.
25. Inuits believe wolves will lead them to food.
26. Wolves know more than people and are psychic.
27. Indians believe wolves can change shape.
28. Wolves will gang up on a membe of their pack.
29. Alpha wolves show dominance by grabbing the neck of a wolf laying on its back.
30. Indians believe that living with a wolf is an honor.
31. Wolves are cautious about accepting new members to the pack.
32. Wolves eat fish.
33. Wolves bring food to each other.

## WOLF QUESTIONS GENERATED FROM VIDEOS

(Videos used: Beauty and the Beast, White Fang, White Fang 2, Never Cry Wolf)

1. What do wolves eat?
2. Why do wolves attack?
3. Do they or don't they attack people?
4. Are wolves really devils?
5. Why do they protect each other?
6. How do Eskimos or Native Americans feel about wolves?
7. How do white men in Alaska and the western part of the U.S. feel about wolves?
8. Why aren't wolves afraid of bigger animals?
9. Is it true that one wolf can scare off a bear?
10. Are they smarter than most animals?
11. Can a wild wolf be tamed?
12. Can a wild wolf bond with a human? How would you know he has bonded?
13. How would a wolf react if it was tied up?
14. Is it true wolves are always hungry? Why?
15. What do you have to do to tame a wolf?
16. Are wolves good diggers? Do they ever dig to get food? What makes them good diggers?
17. Will wolves take humans in their pack? How can a human get accepted into a pack?
18. How good is wolves' sense of smell? What do they use sense of smell for?
19. Why are wolves so loyal to their pack?
20. Do wolves have a good memory? How good?
21. Can you break a wolf of the memory of being treated bad by humans?
22. Is there an age that is best to train a wolf? Is one ever too old to train?
23. Will wolves go back to the wild once they are tamed?
24. What kind of powers do Indians believe wolves have and why?
25. Are wolves smarter than people?
26. Do wolves turn on members of their own pack? Why?
27. How does a wolf become an Alpha male or female?
28. Why do Alpha males show dominance by grabbing the throat of aother male on his back? Do they do the same to females?
29. Does the pack let new members in the pack?
30. Are females or males the food gatherers for the pack?

## REFLECTIVE QUESTIONS ABOUT STEREOTYPE AND BIAS
(To use with video clips)

1. THINKABOUT: SHOULD I BELIEVE IT? (Aliens capture boy) (Stop after 2d set of questions)
Is everything you see on TV the truth? What things do you think are real on television?

2. NICK NEWS: WE ARE THE WEIRD (Stop after "What counts.....)
How do you think you've been stereotyped by teachers, coaches or other adults?

3. NICK NEWS: WE ARE THE WEIRD (Cowboys and Indians) (Stop after music: on and on...)
Do you know any woman who has a man's role or man who has a woman's role? Describe them.

4. NICK NEWS: WE ARE THE WEIRD (Teasing about appearance) (Stop after "Being you...)
Have you ever been put down? How does that make you feel?

5. GROWING UP HISPANIC (stop after great kindness and great cruelty)
What do you know about Hispanic-Americans or Latinos?

6. BILL COSBY ON PREJUDICE (stop after "What America coming to?)
How did what Bill Cosby said make you feel?

7. THINKABOUT: SHOULD I BELIEVE IT?
How should you make decisions about people?

8. BRUSHSTROKES
Have you ever had a friend your parents didn't like?

9. WORLDSONG (stop after schoolbus)
How are people different or the same depending on their culture?

10. NICK NEWS: WE ARE THE WEIRD
How do you learn about people you don't know?

11. GETTING THE MOST OUT OF TV: CHARACTERS (Stop after "and of course the bully...)
Describe your favorite character on TV. Do you know anyone like that?

12. GETTING THE MOST OUT OF TV: CHARACTERS (Stop after "Sad all the time...)
Is there anyone on TV who is something like you or your friends or parents?

November 7, 1996

Dear Parents,

We are sending home a four page article about television viewing and how to become a "critical" viewer of the programs to which your child is exposed. This article is informational in nature and is intended as a springboard for family discussions.

We will be doing a unit on "Media Literacy" in the classroom and media center. During this unit we will be dealing with the issues of stereotype and bias in the media and hope to develop your child's critical viewing and thinking skills. It is not our intent to discuss the *value* of television viewing, but rather to focus on *awareness* and the *process of critical viewing*.

We hope you will find the article enlightening and interesting. Thank you for your support and interest in your child's education.

Sincerely,

Mrs. Vigil

Mr. Gatlin

Enclosed information taken from "Taking Charge of your TV: A Guide To Critical Viewing For Parents and Children", a partnership between Cable TV and the National PTA.

## RESOURCES

"Taking Charge of Your TV" guidebook 1-800-743-5355

Bruce Leer's Wolf Farm, Lebanon 317/769-4744

Wolf Pac ($3) Dianne Crew, Programs Director, Denver Museum of Natural History, 2001 Colorado Blvd., Denver, CO 80205

Wolf Haven, 3111 Offut Lake Rd., Tenino, WA 98589
1-800-488-WOLF

International Wolf Center, c/o Vermillion Community College, 1900 E. Camp St., Ely, MN 55731
1-800-475-6666

http://www.usa.net/WolfHome/wolffact.html
http://www.usa.net/WolfHome/wolfhybr.html
http://opendoor.com/gwp/WolfStory.html
http://www2.opendoor.com/gwp/GalleryHome.html

State Instructional Materials Service 317/579-0417

Indiana Humanities Council Resource Center
317/638-1500